Remote Learning Policy

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Remote Learning Policy

At Darlinghurst Academy, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual child or many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuring that all children have access to the learning resources and support they need to succeed.

Remote learning in the event of extended closure
A child's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. The academy will require 24 hours' notice of a COVID related absence to arrange remote learning for your child. Work will be made available on DB Primary to complete and if a bubble has been closed, live lessons will also be taught on MS Teams and recorded in case your child is unable to access it live.

For the purpose of providing remote learning, the academy may make use of:
- Ms TEAMS for live lesson sessions: https://teams.microsoft.com
- DB Primary platform: https://darlinghurst-southend.secure-dbprimary.com
- Tapestry: Tapestry - Log In (tapestryjournal.com)

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning. The academy reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Remote education provision: information for parents and carers

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. At Darlinghurst, we refer to this as our 'gold package'. We teach the same curriculum remotely as we do in the academy wherever possible and appropriate. Most lessons will be delivered live, following our lesson structures and cycles. However, we have needed to make some adaptations in some subjects. Full details can be found here: DA Parental Guidance for Blended Learning Expectations.

How long can I expect work set by the school to take my child each day?
Remote education (including remote teaching and independent work) will take children broadly the following number of hours each day:

Key Stage 1 (Year 1,2 and 3)	3 hours of live learning each day will be provided on a staggered timetable. These lessons will include core learning (reading, writing and maths) and wider curriculum (topic, PSHE, RSE, British Values, RE, PE etc.)
Key Stage 2 (Year 4,5 and 6)	4 hours of live learning each day will be provided on a staggered timetable. These lessons will include core learning (reading, writing and maths) and wider curriculum (topic, PSHE, RSE, British Values, RE, PE etc.) Additional independent learning activities will be set for children linked to the wider curriculum.

How will my child access any online remote education you are providing?

DB Primary will be used to share:
- Weekly planner that outline each year group's remote learning
- Independent tasks and activities set in live lessons
- PDF versions of the live lessons' presentation slides
- Communication with the children via the email and year group community pages
- Links to high quality lessons from third parties such as the government-funded Oak National Academy

Microsoft Teams will be used to access:
- Live lessons delivered by our staff
- Recorded lessons by our staff if your child was unable to attend a lesson live

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some children may not have suitable online access at home. We take the following approaches to support those children to access remote education:
If your child does not have suitable online access, please contact Mrs Grant by email generalenquiries@darlinghurst.co.uk or call 01702 478379 and support will be provided in the form of a printed pack or provision of a device on loan from the academy (circumstances dependent). The academy is also working with some families who need additional support in this regard.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?
Parents should use their year group's weekly timetable to help set and maintain a routine and structure to their child's day. Children should be suitably dressed and follow our usual expectations for behaviour and have their camera on and microphone muted, unless otherwise directed by their teacher. When it is not possible for your child to access a live lesson, support them to catch up the recorded lesson as soon as possible and encourage them to contribute to additional activities set in assemblies and by the specialist team.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will take a register for each of their live lessons. Assignments and quizzes will be set online, with teachers informed of the time that work is submitted and, where appropriate, their score. Independent work completed on paper should be uploaded to DB Primary so the teacher can assess it. Teachers will call you once a week to check on your child. If they are concerned by your child's engagement, they will raise this with you then. If you need additional support or engagement remains a concern, a member of our pastoral team will be in touch to support you.

How will you assess my child's work and progress?

Teachers will use a range of questioning techniques to assess children's engagement and understanding throughout lessons as they would in class. This will include the use of 'breakout rooms' during live lessons that allow children to talk with partners or in groups, monitored by their teacher. Work will also be marked live with solutions to problems and support to improve work. Quizzes and assignments set on MS Teams will be viewed by teachers. Where appropriate, scores and correct answers will be provided. Independent work in books should be uploaded through DB Primary to be viewed by your child's teacher. Feedback on

submitted work outside of live lessons will be provided at least once a week in English and maths.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Any child with additional needs should be able to access the live teaching, which will allow for scaffold and support. Should you feel that your child needs further adjustments, please contact your child's teacher in the first instance who will be aware of their additional needs. Mrs Grant, our Inclusion Leader, will be able to provide extra advice if necessary. Mrs Grant can be contacted on generalenquiries@darlinghurst.co.uk. If your child has an EHCP plan, Mrs Grant will continue to make regular telephone contact with you and your child.

Remote education for self-isolating children

Where an individual child needs to self-isolate but their bubble remains in school, they will be supported by our 'silver package'. This will be different to our gold package due to the challenges of teaching children both at home and in the academy.

Remote Learning Agreement
Staff members are responsible for:
- Reporting any health and safety incidents to the Vice Principal and Health and Safety Officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL via Safeguard and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Meeting the needs of children by ensuring that scaffolding is used to support and challenge.
- Consider how live teaching meets the needs of all children in the event of a bubble closure or multiple bubble closures and the allocation of adults/groupings on TEAMS or any live intervention sessions/breakout groups.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning to the Principal.
- Reporting any defects on academy-owned equipment used for remote learning to the IT manager.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:
- Following the guidance sheet provided by the academy.
- Ensuring their child is available to learn remotely and that the work set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the IT Manager via email as soon as possible.
- Ensuring that their child always has access to remote learning material.
- Notifying the Attendance Officer if their child is feeling unwell and are unable to complete the work they have been set for this reason.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the home-school agreement at all times.
- Seeking help from the academy if they need it could be academically or with the emotional wellbeing of their child or themselves.
- Being respectful when making any complaints or concerns known to staff.

Children are responsible for:
- Ensuring they participate in remote learning for the period of time set out in set weekly planner and their work is completed on time and to the best of their ability.
- Reporting any technical issues to their class teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the work they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Promoting Positive Behaviour Behavioural Policy and Home-School agreement at all times.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a child rests with their parents / carers. However, teachers and the pastoral team (under the guidance of the Senior Leadership Team) will check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the pastoral team, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of academy closure, children, parents / carers and teachers are reminded that the academy's Child Protection and Safeguarding Policy still applies to all interactions between children and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. If any safeguarding concern is raised, the teacher will follow the normal academy procedure.